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ABSTRACT

Presenting a set of guidelines for grades 2 through 4, this teacher's manual is one in a set of three competency rating scales which provide guidelines for the infusion of career guidance concepts into the elementary school curriculum. These rating scales were developed by the Georgia Comprehensive Career Guidance Project (Final Report, CE 018 130), which organized the career guidance needs of students in kindergarten through grade 6 under three domains: interpersonal effectiveness, work and life skills, and life career planning. These domains encompass thirty comprehensive goals which are divided into developmental objectives and are in turn further reduced to the specific competencies on which the scales are based. (The complete listing of domains, goals, and objectives is appended to this document.) The manuals are organized developmentally so that comparisons can be made between individuals or between groups. The use of the competency rating scales is described in this manual under the following sections: organization of skill level criteria; skill level criteria for grades 1 through 4; opportunities for rating students; examples of test situations; the rating scale (degree of proficiency); the rating form; and detailed directions for rating students. Examples of the student rating form and the developmental profile and suggestions for the use of the information obtained through the scales are also included. (Rating scales for grades K-1 and grades 5-6 are found in ERIC documents CE 018 131 and CE 018 133, respectively.) (BM)

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CE

GRADES 2 - 4

COMPREHENSIVE CAREER GUIDANCE COMPETENCY RATING SCALE MANUAL

CE 018 132

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COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

RATER'S MANUAL

Developmental Level 2-4

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CE 018 132

COMPREHENSIVE CAREER GUIDANCE
COMPETENCY RATING SCALE
RATER'S MANUAL

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INTRODUCTION

PURPOSE

The purpose of the Competency Rating Scale is to provide guidelines to teachers for the infusion of career guidance concepts into the daily school curriculum in a developmentally sound manner. A familiar analogy to a rating scale is the daily process a teacher might use in judging a child's reading skills:

Does the child know the vocabulary in today's story?
Does the child know the meaning of the story?
Can he/she name the characters?
Can he/she state the main idea?

It may seem overwhelming to be asked to add more to the curriculum; actually, career guidance concepts are being taught by teachers whenever they encourage communication between students, stress the importance of study skills, discuss work roles, and dozens of other things teachers do every day with students.

The Competency Rating Scale is merely an attempt to organize the things students need to know to be effective people. When used as suggested, it should be a valuable tool in allowing any teacher to be a better teacher; it is a way of organizing and keeping track of the skills each student has developed in nonacademic areas, what students need to learn, and what they have already learned. It is organized developmentally so that the comparison of individuals with peers is easy; comparison of one group with another is also encouraged.

The Competency Rating Scale is <u>not a test</u>. It is a set of guidelines for use by a teacher. It has been left flexible to allow the individual

teacher or rater to devise his or her own performance indicators to determine a child's level of development in career guidance skills. Examples of activities or situations in which a child's performance might be observed are contained in the Guidance Activities section of the Comprehensive Career Guidance materials.

COMPONENTS

The Competency Rating Scale consists of a Rater's Manual for each grade grouping, K-1, 2-4, and 5-6 and a Cumulative Student Folder which is designed to follow each student throughout his/her school career.

Each Manual contains sections describing the criteria for rating the students' skill level by Competency, use of the Student Rating Form, how to rate the students, suggestions for use of the information obtained through the Scale, and an Appendix containing all of the Goals and Objectives for kindergarten through sixth grade.

The Cumulative Student Folder contains the Student Rating Form and the Developmental Profile. There are three sets of color-coded Student Rating Forms, one for each grade grouping K-1, 2-4, and 5-6. The K-1 is on green paper, the 2-4 on yellow, and the 5-6 on blue paper. The Developmental Profile consists of a three section fold-out, one section for each Domain.

A BIRDS-EYE VIEW OF THE ORGANIZATION

The Georgia Career Guidance Program organizes the career guidance needs of students in kindergarten through grade six under three main domains:

Interpersonal Effectiveness Domain

Work and Life Skills Domain

Life Career Planning Domain

The student needs are stated in 30 comprehensive goals. Nine goals cluster under the Interpersonal Effectiveness Domain, 11 under the Work and Life Skills Domain, and 10 under the Life Career Planning Domain.

Each goal is divided into Developmental Objectives. These are a break-down of the elements of each Goal. They are categorized by grade groupings, K-1, 2-4, and 5-6. Here is an example of a Goal, a Developmental Objective, and grade grouping categories:

I. Interpersonal Effectiveness Domain
   A. Human Relations Skills: Behavior Affects Behavior
      Goal: The students will be able to recognize that their behavior toward others affects others' behavior toward them.
      1. Actions Affect Behavior
         Developmental Objective K-1: The students will be aware of the various interpersonal relationships in their lives.
         Developmental Objective 2-4: The students will understand the different types of responses they use in interpersonal relationships.
         Developmental Objective 5-6: The students will be aware of how their actions affect the behavior of others.

         Note: the complete listing of Domains, Goals, and Objectives may be found in the Appendix, pages 78 to 90, of this Manual.

Each Developmental Objective has been further reduced to specific Competencies or performance objectives. An example of a Competency for the Developmental Objective K-1 stated above is:

'define interpersonal relationships.

The Competencies or performance objectives specify the behavior on which the child is rated. Each Developmental Objective is reduced to several Competencies; a child's average performance on these indicates his/her skill level on that Developmental Objective.

THE RATER
AND
RATING SCHEDULE

WHO SHOULD USE THE COMPETENCY RATING SCALE

The Competency Rating Scale is used to determine the skill level of students on the Developmental Objectives that are related to the Goals of Career Guidance set forth by the Georgia State Department of Education.

The person who uses the Competency Rating Scale to evaluate a student's skill level should necessarily be someone who is involved with the student on a daily basis. The rating may be a year-long process. The logical person to do the rating, then, would seem to be the classroom teacher, in most cases. In team teaching situations, the teachers will need to decide at the beginning of the school term which students each will be responsible for rating.

WHEN SHOULD THE COMPETENCY RATING SCALE BE USED

The Competency Rating Scale is designed to be used in one of two ways; it may be used at both the beginning and end of the school year or it may be used only at the end of the school term.

In the first case, when it is used at the beginning and end of the school year, a prerating and a postrating provide the maximum information to the current teacher and to the future teacher of the student. The prerating can guide the teacher in planning experiences for the class to enhance the areas where students seem to be incompetent in career guidance skills. The postrating would provide the current teacher with some indication of growth and might enable him/her to revise teaching strategies

for the following year. The postrating would also provide the future teacher of the student with a recent opinion on the status of the student on the career guidance skills. It would allow him/her to make plans for teaching before the beginning of the school term. In the case where the Competency Rating Scale is used only at the end of the school year, it is considered to be a postrating and has the same properties as the postrating described above.

The Competency Rating Scale Form should be completed for each student on one of the two schedules described above for each school term, kindergarten through sixth grade. The time involved for the rater will probably not exceed two days; the process of assessing skills continues throughout the year, however transfer students or those repeating grade levels will require some special consideration.

In the case of the transfer student, especially one transfering from a school where the Competency Rating Scale has not been used, and thus where there is no previous rating for the child, the rater should prerate the student. This should be done only AFTER the child has adjusted to the new school environment and the rater has had an opportunity to observe the child. The rating can aid the teacher in deciding how the new student compares to classmates on the skills rated and in determining any curriculum adjustment that might need to be made for this child.

In the case of the child who is repeating a grade level, the rater merely needs to acquire a second Student Rating Form for the grade level

repeated. The years should be recorded on it to show that the student repeated. The same Developmental Profile chart may be used; the new profile can be completed in a different color of in. or lead. The appropriate school year should be noted beside the rating.

Note: Use of the Developmental Profile is fully explained on page 65.

HOW TO USE THE COMPETENCY RATING SCALE

HOW TO USE THE COMPETENCY RATING SCALE

This part of the Rater's Manual is divided into several sections with the intent of providing complete information in an easy-to-use format.

The sections are:

1. Organization of the Skill Level Criteria
2. Skill Level Criteria
3. Opportunities for Rating Students
4. Example of Test Situations
5. The Rating Scale: Choosing a Degree of Proficiency
6. The Rating Form
7. Directions for Rating Students

ORGANIZATION OF THE SKILL LEVEL CRITERIA

The following section is an outline of the Goals, Developmental Objectives, and Competencies for the 2-4 developmental level. The Goals and their Developmental Objectives and Competencies cluster under three Domains: Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning.

The Competencies are really performance objectives or behavioral criteria for the assessment of the student's skill level at a given Developmental Objective. All of the Developmental Objectives and Competencies have been written to agree with the difficulty hierarchy of acquiring knowledge found in B. S. Bloom's Taxonomy of Educational Objectives, Handbook I: Cognitive Domain.

Bloom divides the Cognitive Domain into the following hierarchy of major stages:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

The chart below presents the stage of cognition emphasized at each grade level in the Competency Rating Scale. Only the first two stages are emphasized at these grade levels.

Stages	K	1	2	3	4	5	6
Knowledge							
Comprehension							

The first stage, Knowledge, and the second stage, Comprehension, are both used in the 2-4 Developmental Objectives and Competencies. Awareness is the term used in the Developmental Objectives to denote the Knowledge stage of learning. Such behavioral terms as define, describe, identify, know, list, and recognize are used in the Competencies of the Developmental Objectives at the Knowledge stage.

The following definitions may be of use to the rater in both understanding the intent of the Developmental Objectives and in knowing what to look for in rating students on Competencies.

> Knowledge as defined here includes those behaviors (. . .) which emphasize the remembering, either by recognition or recall, of ideas, material, or phenomena. The behavior expected of the student in the recall situation is very similar to the behavior he was expected to have during the original learning situation. (. . . .) The process of relating and judging is also involved to the extent that the student is expected to answer questions or problems which are posed in a different form in the [evaluation] situation than in the original learning situation (Bloom, 1956, p. 62).

DEFINITIONS

1. Define : explain the nature of something or make the meaning of something clear through statement or discussion.

2. Describe : tell in words how a person looks, feels, or acts, or how a place, a thing, or an event looks.

3. Identify : recognize as being a particular person or thing; prove to be the same as something else.

4. List : orally or in writing, relate a series of names, numbers, words or phrases.

5. Recognize: remember something as having been seen or known or heard before.

Understand is the term used in the Developmental Objectives to denote the Comprehension stage of learning. Such behavioral terms as compare, contrast, explain, give examples, illustrate, interpret, and match are used in the Competencies of the Developmental Objectives at the Comprehension stage.

These definitions may be useful to the rater:

[Comprehension:] That is, when students are confronted with a communication, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it. The communication may be in oral or written form, in verbal or symbolic form, or, (. . .) refer to material in concrete form as well as to material embodied on paper.

Although the term "comprehension" has been frequently associated with reading, e.g., reading comprehension, the use to which it is

being put here is a somewhat broader one in that it is related to a greater variety of communications than that encompassed by written verbal materials. (. . . .), comprehension [though] is not made synonymous with complete understanding or even with the fullest grasp of a message. Here we are using the term "comprehension" to include those objectives, behaviors, or responses which represent an understanding of the literal message contained in a communication (Bloom, 1956, p. 89).

DEFINITIONS

1. **Compare** : find out or point out how persons or things are alike and how they are different.
2. **Contrast** : show differences when compared or put side by side.
3. **Explain** : make plain or clear; tell the meaning of; tell how to do; state the cause of; give reasons for.
4. **Give Examples**: make clear through appropriate stories or comparisons.
5. **Illustrate** : make clear or explain by stories, examples, comparisons.
6. **Match** : find the equal of or one exactly like another.

SKILL LEVEL CRITERIA

Developmental Level
Second Through Fourth Grades

Note: The # sign before any Developmental Objective indicates that there is a complimentary activity in the Guidance Activity section of the Comprehensive Career Guidance materials.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students will be able to recognize that their behavior toward others affects others' behavior towards them.

#1. Type of Responses: The students will understand the different types of responses they use in interpersonal relationships.

The students are able to:

- recognize that there can be verbal or nonverbal responses.
- define verbal responses.
- provide examples of their quiet verbal responses.
- provide examples of their noisy verbal responses.
- interpret the verbal responses they give as statements, questions, or exclamations.
- compare and contrast the verbal responses they give in terms of pleasantness and unpleasantness.
- provide examples of the kinds of verbal responses they use with peers.
- provide examples of the kinds of verbal responses they use with adults.
- define nonverbal responses in terms of silence, body language, etc.
- provide examples of the types of nonverbal responses they give.
- provide examples of their quiet nonverbal responses.
- provide examples of their noisy nonverbal responses.
- compare and contrast their nonverbal responses in terms of pleasantness and unpleasantness.

- provide examples of the kinds of nonverbal responses they use with peers.

- provide examples of the kinds of nonverbal responses they use with adults.

- recognize that any response is based on the interpretation of what was being communicated.

2. Actions of Others Affect Behavior: The students will be aware how the actions of others affect their behavior.

   The students are able to:

   - list various actions of other classmates.

   - recognize how the actions of others affect their feelings (emotions).

   - recognize how the actions of others affect their decisions.

   - recognize how the actions of others affect their conduct.

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

1. Friendship Characteristics: The students will understand what skills and characteristics make up a friendship.

   The students are able to:

   - recognize that sharing is a characteristic of friendship.

   - give examples of situations where sharing occurs in friendship.

   - recognize that skill in problem-solving is necessary for friendship.

   - give examples of situations where problem-solving occurs in friendship.

*define trust.

*give examples of situations where trust occurs as a characteristic of friendship.

*define genuineness.

*give examples of situations where genuineness occurs in friendship.

*define loyalty.

*give examples of situations where loyalty occurs in friendship.

#2. Making and Keeping Friendships: The students will be aware of the process of making and keeping friendships.

The students are able to:

*recognize that caring about others is a basic key to making and keeping friendships.

*recognize that a desire for friendship is a requirement for making and keeping friendships.

*list ways they can initially act friendly as a means of making new friendships.
*(i.e. speaking kindly, being genuinely interested; sharing activities, experiences, feelings, etc.)

*recognize that the development of trust and the development of loyalty are ways of keeping friendships.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

1. Opinions, Beliefs, and Facts: The students will be aware of what constitutes an opinion, a belief, and a fact.

The students are able to:

- define opinion.
- recognize from examples which are opinions.
- define belief.
- recognize from examples which are beliefs.
- define fact.
- recognize from examples which are facts.
- identify the relative strength of feelings that is associated with an opinion, a belief, and a fact.

2. People Have Opinions and Beliefs: The students will be aware that all people have opinions and beliefs.

   The students are able to:

   - list the opinions of several people on one topic.
   - list their own opinions on that same topic.
   - list the beliefs of several people on one topic.
   - list their own beliefs on that same topic.

3. Methods of Expression: The students will be aware of the various methods of expressing opinions and beliefs.

   The students are able to:

   - list verbal methods of expressing opinions and beliefs.
   - list nonverbal methods of expressing opinions and beliefs.
   - recognize those methods of expression which encourage others to listen.
   - recognize those methods of expression which encourage others to respond.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occuring in a group situation.

#1. Behaviors That Help or Hinder: The students will understand those behaviors that help or hinder group cooperation and effectiveness.

The students are able to:

- explain how listening helps group cooperation and effectiveness.
- explain why taking turns helps group cooperation and effectiveness.
- explain how paying attention helps group cooperation and effectiveness.
- give examples of ways that participation helps group cooperation and effectiveness.
- explain why encouragement helps group cooperation and effectiveness.
  *(encouragement: focusing on assets and strengths to build self-confidence and self-esteem.)
- explain why interrupting hinders group cooperation and effectiveness.
- explain how ignoring others hinders group cooperation and effectiveness.
- give examples of situations where not getting involved hinders group cooperation and effectiveness.
- explain how discouragement hinders group cooperation and effectiveness.
  *(discouragement: focusing on mistakes and weaknesses to erode self-confidence and esteem.)

2. Rights of Self and Others: The students will be aware that those behaviors which help the group to function include observing the rights of self and others.

The students are able to:

- define the rights of self in a specific group.
- define the rights of others in the same specific group.

- recognize how observing the rights of self and others helps group cooperation and effectiveness.

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

1. Effects of Cooperativeness: The students will be aware of the results of cooperativeness.

   The students are able to:

   - define cooperativeness.
     *(cooperativeness: working together toward a common goal.)
   - recognize some helpful results of cooperativeness.
   - recognize some harmful results of cooperativeness.
     * (i.e. a person not learning because others are doing too much for him, etc.)

#2. Effects of Competitiveness: The students will be aware of the results of competitiveness.

   The students are able to:

   - define competitiveness.
     *(competitiveness: contending with others for profit, prize, or position; a contest.)
   - recognize some helpful results of competitiveness.
   - recognize some harmful results of competitiveness.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and process of establishing an effective relationship with their families.

#1. Process of Establishing Effective Family Relationships.
The students will be aware of the process of establishing effective family relationship.

The students are able to:

- define an effective family relationship.
- identify the belief that all persons are equal in worth and dignity as a part of the process of establishing effective family relationships.
- recognize that respect is a part of the process of establishing effective family relationships.
- recognize that listening is a part of the process of establishing effective family relationships.
- recognize that communication skills are necessary for the process of establishing effective family relationships.
- recognize that cooperation is a part of the process of establishing effective family relationships.
- recognize that regular family meetings can be a helpful part of the process of establishing effective family relationships.
  *(reference: Raising a Responsible Child or the S.T.E.P. Parent's Handbook, both by D. Dinkmeyer, and G. McKay.)

G. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

#1. Activities: The students will be aware of the activities they perform that make them feel worthwhile.

The students are able to:

- identify those physical activities they perform that make them feel worthwhile.
  *(i.e. during recess, during P.E., etc.)
- identify those activities they perform at school that make them feel worthwhile.
- identify those activities they perform at home that make them feel worthwhile.

- identify those social activities they perform that make them feel worthwhile.

2. Personal Characteristics: The students will be aware of personal characteristics that make them feel worthwhile.

   The students are able to:

   - identify some physical, emotional, intellectual, and social characteristics.
   - list characteristics that they possess.
   - recognize which personal characteristics make them feel worthwhile.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

1. Control Over Self: The students will be aware of situations where they have some control over themselves.

   The students are able to:

   - define control.
   - identify situations where they have some control over themselves physically.
   - identify situations where they have some control over themselves intellectually.
   - identify situations where they have some control over themselves socially.
   - identify situations where they have some control over themselves emotionally.

2. Control Over Environment: The students will be aware of situations where they have some control over their environment.

The students are able to:

- define control.
- define environment.
- identify situations where they have some control over their school environment.
- identify situations where they have some control over their home environment.
- identify situations where they have some control over their community environment.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. Behavior Patterns and Abilities in Self and Others: The students will be aware of characteristic behavior patterns and abilities in other individuals and in self.

The students are able to:

- define the term "characteristic behavior patterns" as the ways a person usually acts.
- define a characteristic ability as something a person does often and does well.
  *(i.e. jumping rope, writing stories, drawing pictures, etc.)
- list some characterstic behavior patterns that are found in others.
- list some characteristic abilities that are found in others.
- list some characteristic behavior patterns that are found in self.
- list some characteristic abilities that are found in self.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

#1. Consumer Skills They Use: The students will be aware of the consumer skills that they use in their own daily living.

The students are able to:

- recognize themselves as consumers.
- list the products that they buy.
- recognize that the ability to understand money and to make change are consumer skills they use.
- know that recognition of quality of merchandise in buying is a consumer skill they use.
- recognize that the ability to compare and contrast is a consumer skill they use.
- recognize that the determination of need or priority is a consumer skill they use.
- recognize that the ability to determine the appropriate place of purchase is a consumer skill they use.
  *(i.e. shoes from a shoe store, food from a grocery store,etc.)

B. Daily Living: School Relevancy

The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social experiences at their grade level.

The students are able to:

- list the school academic experiences they encountered at their grade level.
- list the school social experiences they encounter at their grade level.

#2. School Relates to the Citizen: The students will understand how school academic and social experiences relate to the role of citizen in a community.

The students are able to:

- list the activities of a citizen.
  *(i.e. voting, buying, etc.)
- match school academic experiences to the citizen activities where they are used.
- match school social experiences to the citizen activities where they are used.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

#1. Others Need Help: The students will be aware of activities in which others need their help.

The students are able to:

- list activities in which others need their help.
- identify activities they can help others accomplish.

D. Task Responsibility/Employability: Value from Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

1. Tasks They Do Well: Of the tasks they are able to accomplish, the students will be aware of those they do well.

   The students are able to:

   - list those tasks that they are able to accomplish.
   - recognize the tasks that they are able to do well.

2. Criteria For Successful Task Accomplishment: The students will be aware of their personal criteria for successful task accomplishment.

   The students are able to:

   - define a job well done on a personal level.
   - list their personal criteria used to determine whether or not the job was well done.
     *(i.e. feelings, recognition by others, beauty, etc.)

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

1. Tasks: The students will be aware of tasks carried out by themselves and others.

   The students are able to:

   - list those tasks that they carry out themselves.
   - identify from examples those tasks that they can carry out themselves.
   - list tasks that are carried out by others.
   - identify from examples those tasks that are carried out by others.

2. Task Purpose: The students will understand the purpose of those tasks carried out by themselves and others.

The students are able to:

- explain the purposes of those tasks they carry out themselves *(i.e. tell why they do it, etc.)
- explain the purposes of those tasks carried out by others. *(i.e. tell why the tasks are done, etc.)

#3. Process In Task Accomplishment: The students will be aware of the major processes in task accomplishment.

The students are able to:

- recognize that planning is a factor in the process of task accomplishment.
- recognize that acting or doing is a factor in the process of task accomplishment.
- recognize that evaluating is a factor in the process of task accomplishment.
- recognize that acting or redoing is sometimes a factor in successful task accomplishment.

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students will be able to recognize certain personal characteristics that are related to job fields.

1. Job Categories: The students are aware of various job categories.

The students are able to:

- list the four divisions of the U.S.O.E. Classification System.

describe the four divisions of the U.S.O.E. Classification System in their own language.

U.S.O.E. Classification System

Divisions	Clusters
Service Group	Consumer Education and Homemaking Public Services Personal Services Hospitality and Recreation
Business Group	Business and Office Manufacturing Marketing and Distribution Transportation Construction
Science Group	Health Environmental Control Agri-business and Natural Resources Marine Science
Communication Group	Communications and Media Fine Arts and Humanities

2. Personal Characteristics: The students will be aware of various personal characteristics.

The students are able to:

- define personal characteristics as ways a person looks, ways a person usually acts, and personal likes and dislikes.

- list some personal characteristics of another person.
  *(i.e. in terms of ways he/she looks, ways he/she usually acts, and likes and dislikes.)

- list some personal characteristics of themselves.
  *(i.e. in terms of the way they look, the way they usually act, and likes and dislikes.)

#3. Characteristics Relate to Jobs: The students will be aware of how some personal characteristics can relate to job fields.

The students are able to:

- list personal characteristics that might go with a given job in terms of looks, usual actions, and likes and dislikes.
  *(i.e. construction equipment operator: (1) looks - big, strong; (2) usual actions-physically active, likes to be outside; (3) likes and dislikes-prefers working with machines, etc.)

G. Work and Leisure Environments: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Work and Leisure: The students will understand the difference between work and leisure.

The students are able to:

- explain what work is.

- explain the purpose of work.

- explain what leisure is.

- explain the purpose of leisure.
- contrast the meanings and purposes of work and leisure.

2. Work Roles: The students will be aware of various work roles.

   The students are able to:

   - list their various work roles.
   - list some work roles of others.
   - identify from examples those that represent work roles.

3. Leisure Roles: The students will be aware of various leisure roles.

   The students are able to:

   - list their various leisure roles.
   - list some leisure roles of others.
   - identify from examples those that represent leisure roles.

4. Work and Leisure Activities Change: The students will be aware of how their work and leisure time activities have/are/and will change.

   The students are able to:

   - list their work activities at different age levels.
   - list their leisure activities at different age levels.
   - recognize that change in work and leisure activities has occured.
   - list their possible future work activities.
   - list their possible future leisure activities.
   - recognize that change in work and leisure activities might occur.

H. Work and Leisure Environments: Respect for Work Well Done

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

1. Purposes of Work Roles: The students will be aware of the purposes of various work roles.

   The students are able to:

   - list several work roles.
   - recognize the purposes of some work roles.

2. Effects of Quality Work: The students will understand the effects of quality work.

   The students are able to:

   - define their criteria for determining quality work.
   - give examples of quality work.
   - explain about some of the effects of quality work.

#3. Respect: The students will be aware that respect is due others for work that is well done.

   The students are able to:

   - define respect.
   - recognize situations where people deserve respect.
   - recognize situations where people deserve respect for work well done.

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

#1. Work: The students will understand what work means.

The students are able to:

- explain the meaning of the word work.
- give examples of work situations.

2. How They and Others Work: The students will be aware of how they and other students work.

The students are able to:

- list their work activities.
- list some work activities of other students that differ from theirs.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

1. Work Role: The students will be aware of what "work role" means.

The students are able to:

- define the term work role.
- list their own work roles.
- list some work roles of others.

2. Career: The students will be aware of what constitutes a career.

The students are able to:

- define the word career.
- identify careers from examples presented to them.

#3. Change In Work Roles: The students will be aware that a change in work roles can take place during one's career.

The students are able to:

- list changes that can take place in work roles during a career.
- recognize some situations where work roles have changed during a career.

K. Work and Leisure Environments: Interests and Abilities Relate To Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Job Clusters: The students will be aware of various job clusters.

The students are able to:

- recognize jobs related to the four divisions and fifteen job clusters of the U.S.O.E. Classification System.
  *(See the U.S.O.E. Classification System Chart under Goal F, Objective 1.)

2. Jobs Relate to Other Jobs: The students will understand that some jobs relate to other jobs.

The students are able to:

- name several jobs that are in the same cluster.
- explain why and how these jobs are related.

#3. Interests and Abilities Relate to Jobs: The students will be aware of how interests and abilities relate to job clusters.

The students are able to:

- list some interests and abilities of people who hold jobs in various clusters.

- identify some interests and abilities of people who hold jobs within the same cluster.

- recognize that interests and abilities are related to job clusters.

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Attitudes and Values: The students will understand what attitudes and values are.

The students are able to:

- define attitude.
  *(attitude: way of thinking, acting, or feeling.)
- define values.
  *(something that is valued can be an idea or thing that is considered to have worth, excellence, and importance.)
- provide some examples of attitudes.
- provide some examples of values.
- compare and contrast the concepts of attitudes and values.

2. Everyone Has Attitudes and Values: The students will understand that attitudes and values exist for everyone.

The students are able to:

- compare the attitudes of several people on the same topic.
- compare their own attitudes on that same topic.
- compare the values of several people on the same topic.
- compare their own values on that same topic.

3. Attitudes and Values Affect Decisions and Actions: The students will be aware of how attitudes and values affect decisions and actions.

The students are able to:

- recognize the relationship between decisions and actions.
- recognize that attitudes affect decisions.
- identify decisions that were influenced by attitudes.
- recognize that attitudes affect actions.
- identify some actions that were influenced by attitudes.
- recognize that values affect decisions.
- identify some decisions that were influenced by values.
- recognize that values affect actions.
- identify some actions that were influenced by values.

B. Planning Skills: Decisions Made by Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Decision-Making Process: The students will be aware of the decision-making process.

The students are able to:

- define the decision-making process as a series of sequential steps leading to a decision.
- recognize "identification of the problem or goal" as a part of the decision-making process.
- recognize "information-gathering" as a part of the decision-making process.
- recognize "determination of values and opinions (likes and dislikes) that relate to the problem or goal" as a part of the decision-making process.
- recognize "generating and reviewing alternatives" as a part of the decision-making process.

·recognize "reviewing possible consequences" as a part of the decision-making process.

·recognize "choice of an alternative (making the decision)" as a part of the decision-making process.

2. Decisions in Their Lives: The students will be aware of how their lives are influenced by the decisions they make.

The students are able to:

·identify a personal decision.

·examine the short range effects of that personal decision.

·examine the long range effects of that personal decision.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

1. Decision-Making Process: The students will be aware of the decision-making process.
*(This objective is the same as Goal B, Objective #1.)

The students are able to:

·define the decision-making process as a series of sequential steps leading to a decision.

·recognize "identification of the problem or goal" as a part of the decision-making process.

·recognize "information-gathering" as a part of the decision-making process.

·recognize "generating and reviewing alternatives" as a part of the decision-making process.

·recognize "reviewing possible consequences" as a part of the decision-making process.

- recognize "choice of an alternative (making the decision)" as a part of the decision-making process.

2. Decisions and Consequences: The students will be aware of the relationship between decisions and consequences.

   The students are able to:

   - define decisions.
   - define consequences.
   - identify a specific decision they have made.
   - examine the consequences of that decision.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

1. Planning Process: The students will understand the planning process.

   The students are able to:

   - define the planning process.
   - give general examples of the planning process.
   - give a personal example of the planning process.

2. Trial and Error: The students will understand the trial and error approach to a task.

   The students are able to:

   - define what is meant by trial and error.
   - give general examples of the trial and error approach to a task.

•give a personal example of the use of trial and error in task accomplishment.

#3. Planning Process and Trial and Error Process: The students will understand similarities and differences between the planning process and the trial and error process in task accomplishment.

The students are able to:

•explain the planning process.

•explain the trial and error process.

•compare and contrast the planning process and the trial and error process.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

1. Study and Learning Skills: The students will understand what constitutes effective study and learning skills.

The students are able to:

•define skill as it relates to study and learning skills.

•explain why reading and reading comprehension are effective study and learning skills.

•explain why writing is an effective study and learning skill.

•explain why attentiveness is an effective study and learning skill.

•explain why the ability to question is an effective study and learning skill.

#2. How Skills Apply to Situations: The students will understand how their effective study skills apply in a study situation.

The students are able to:

- define a study situation.
- identify their effective study skills.
- identify their own study situation.
- give examples of how their effective skills apply in that study situation.

F. Educational Environment: Using Listening and Speaking Skills

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

#1. Listening Skills: The students will understand listening skills and how to use them in the classroom.

The students are able to:

- define the concept of listening.
- recognize that attentiveness is a prerequisite for listening.
- illustrate the use of attentiveness for listening in the classroom.
- recognize that knowing when to listen and when to speak (timing) is a listening skill.
- illustrate the use of knowing when to listen and when to speak (timing) in the classroom.
- recognize that listening for the content of the speaker's message is a helpful skill.
- illustrate the use of listening for the content of the speaker's message in the classroom.
- recognize that listening to remember is a helpful skill.
- illustrate the use of listening to remember in the classroom.
- recognize that listening for the speaker's feelings is a helpful skill.
- illustrate the use of listening for feelings as it occurs in the classroom.

2. Speaking Skills: The students will understand speaking skills and how to use them in the classroom.

The students are able to:

- define what speaking means, as related to speaking skills.
- recognize the preliminary skills necessary before actual verbalization can occur.
  *(i.e. raising their hands to get attention, waiting until their turn to speak, responding when spoken to, etc.)
- illustrate the use of the preliminary skills necessary before actual verbalization in the classroom can occur.
- recognize that speaking distinctly is a helpful skill.
- illustrate the use of distinct speech in the classroom.
- recognize that speaking with an adequate voice level (not too loudly or too softly) is a helpful skill.
- illustrate the use of speaking with an adequate voice level in the classroom.
- recognize that responding appropriately is a helpful speaking skill.
- illustrate the use of appropriate responses in the classroom.
- recognize that contributing to the topic at hand is a helpful speaking skill.
- illustrate the use of contributions to the topic at hand in the classroom.
- recognize that responding about feelings is a helpful speaking skill.
- illustrate the use of feeling responses in the classroom.

G. Educational Environment: Evaluating Ability, Progress and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

1. Methods of Evaluation: The students will understand various methods of evaluation.

The students are able to:

- define evaluation.
- identify various methods of evaluation.
- explain about these methods of evaluation.
- give examples of the application of these various methods of evaluation.

2. Methods of Improvement: The students will be aware of various methods of improvement in subject areas.

The students are able to:

- define the concept of method of improvement.
- identify how a person can improve in a particular subject area.

H. Self Understanding: Individual Abilities Aid in Task Accomplishment

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

1. Development of Abilities: The students will be aware of the development of abilities in themselves and others.

The students are able to:

- define ability.
  *(ability: the power or skill to do some special thing.)
- identify some of their past abilities.
  *(i.e. abilities at different age levels: 0-2, 2-4, 4-6, . . . years of age.)
- identify some of their present abilities.
- identify some past abilities of others.

•identify some present abilities of others.

•recognize that abilities develop with both time and effort.

#2. Abilities Contribute to Successful Daily Routine: The students will be aware of how the abilities of themselves and others can contribute to the success of daily routine.

The students are able to:

•define successful daily routine.

•identify how their own abilities contribute to a successful daily routine.

•identify how the abilities of others contribute to a successful daily routine.

I. Self Understanding: Learning in Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. Methods of Learning: The students will be aware of the various methods of learning.

The students are able to:

•recognize that experience (doing) is a method of learning.

•recognize that modeling is a method of learning.
*(modeling: learning by patterning after someone else.)

•recognize that exposure is a method of learning.
*(i.e. exposure through reading, listening to lectures, etc.; also exposure comes in varying degrees.)

#2. Learning Methods in Their Lives: The students will understand various situations in their own lives where learning takes place by different methods.

The students are able to:

- give examples of situations where they have learned by experience.

- describe what they learned by experience.

- give examples of situations where they have learned by modeling.

- describe what they learned because of the modeling process.

- give examples of situations where they learned through exposure (reading, listening to lectures, etc.).

- describe what they learned because of the exposure method.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

1. Factors That Influence Interests and Capabilities: The students will be aware of factors that influence interests and capabilities.

   The students are able to:

   - define interests.

   - define capabilities.

   - recognize that parents influence interests and capabilities.

   - recognize that teachers influence interests and capabilities.

   - recognize that peers influence interests and capabilities.

   - recognize that sibling influence interests and capabilities.
     *(see Systematic Training for Effective Parenting, Parent's Handbook, Family Constellation, p. 23-24 by Dinkmeyer and McKay.)

   - recognize that circumstances influence interests and capabilities.

   - recognize that other significant adults influence interest and capabilities.

   - recognize that capabilities are 1) inherent and 2) affected by the environment.

- recognize that interests are totally affected by the environment.

#2. Interests and Capabilities Change: The students will be aware that interests and capabilities can change.

The students are able to:

- identify interests they have had in the past.
- identify capabilities they have had in the past.
- identify interests they have now.
- identify capabilities they have now.
- identify interests they might have in the future.
- identify capabilities they might have in the future.
- Recognize that interests and capabilities change or expand with time and need.

OPPORTUNITIES FOR RATING STUDENTS

How does one go about rating a child on his/her skills in a given area? The following suggestions may be useful to the rater in developing opportunities for making decisions about rating students on Competencies.

Direct observation of the student under varied circumstances may well be the best source of ratings. Such circumstances could include the classroom, the playground, lunchroom, hallway, and special classes or programs. Watching the student in normal interaction in these settings could be supplemented by the provision of stories or fictitious situations that lend themselves to the performance of certain Competencies. Discussions can prove to be valuable as can oral or written tests.

The first step in getting ready to assess the children prior to actually rating them is for THE RATER TO BECOME THOROUGHLY FAMILIAR WITH THE GOALS, DEVELOPMENTAL OBJECTIVES AND COMPETENCIES. It might be useful for the rater to develop his/her own performance indicators such as: "The student will write a list of five ways of expressing opinions verbally." Such performance indicators could be put on a check list as described below.

It could be helpful for the rater to keep a notebook or log with notes on informal assessment of the students' Career Education skills. A spiral or looseleaf notebook organized to suit the rater's needs would seem appropriate.

A sample log entry in such a log might be:

1-31-78

Stu could not write a definition of verbal responses today but during discussion he knew that verbal responses had to do with talking.

1-16-78

Stu told me what verbal responses were today.

1-17-78

Stu wrote a good definition of verbal responses.

SAMPLE

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Skill Check Sheet

Developmental Objective: The students will be aware of the skills and characteristics that make up a friendship.

Performance Indicator	Children's Initials										
	G.B.	P.C.	S.D.	N.E.							
Shared			✓								
Took turns		✓		✓							
Encouraged another	✓			✓							
Respected another's contribution		✓									
Compromised	✓										
Asked another to help or play				✓							
Successfully solved a conflict with another				✓							

EXAMPLES OF TEST SITUATIONS

The following section is designed to aid the rater in determining ways of checking a student's skill on a Competency from the Competency Rating Scale Skill Level Criteria. There is an example given for each of the behavioral terms used at the Knowledge level of learning. The Competency statements are taken directly from the Skill Level Criteria.

Competency: 'define verbal responses.

Examples of ways of testing:

1. The child will write a definition of verbal responses.
2. The child will discuss the nature of verbal responses.

Competency: 'identify the belief that all persons are equal in worth and dignity as a part of the process of establishing effective family relationships.

Examples of ways of testing:

1. The child will tell what it means to be equal in a family by describing how people act toward each other.
2. The child will use puppets to tell what equality between people means.
3. The child will write a story or tell a story of how people who are acting equal behave.

Competency: 'describe what they learned by experience.

Examples of ways of testing:

1. The child will orally tell what was learned by experience.
2. The child will write what was learned by experience.

Competency: 'list verbal methods of expressing opinions and beliefs.

Examples of ways of testing:

1. Ask the child to say or write ways of letting others know his/her opinions or beliefs through words. Examples of this would be agreeing with someone else, disagreeing with someone else, stating a belief or opinion, writing letters supporting an organization or person who holds the same beliefs as you do, etc.

Competency: 'recognize those methods of expression which encourage others to listen.

Examples of ways of testing:

1. From a written list, the child will check off those ways of communicating that encourage others to listen.

2. During a discussion, the child will verbally recognize when methods of expression which encourage others to listen are being used.

3. When asked, the child will be able to tell what method of listening encouragement was used.

Competency: 'compare and contrast the planning process and the trial and error process.

Examples of ways of testing:

1. Given an example of planning and trial and error, the child will point out either in writing or by telling, how they are alike and how they are different.

2. The child can complete a task both by planning and by trial and error.

Competency: 'explain the purposes of those tasks they carry out themselves.

Examples of ways of testing:

1. In informal settings, the child can give reasons for doing something.

2. Given a situation or example of a task, the child can tell why it is being done.

3. When given an assignment, the child can tell why it is to be done, i.e. to learn to alphabetize.

Competency: *give examples of ways that participation helps group cooperation and effectiveness.

Examples of ways of testing:

1. When asked to show that participation helps group cooperativeness and effectiveness, the child will provide a real or appropriate hypothetical situation to show that.

2. The child will be able to compare group situations that may or may not show the effects of participation on cooperation and effectiveness.

Competency: *illustrate the use of attentiveness for listening in the classroom.

Examples of ways of testing:

1. The child will provide a story to show the use of attentiveness as a listening skill in school.

2. The child will act attentively to show the use of attentiveness as a listening skill in school.

3. The child will discuss situations where attentiveness is and is not used in listening situations in the classroom.

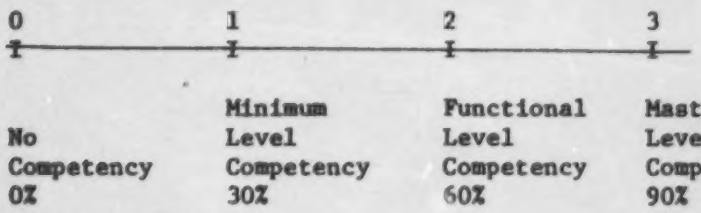
Competency: *match school academic experiences to the citizen activities where they are used.

Examples of ways of testing:

1. The child will be able to name a school skill such as arithmetic as being used in a real-life situation such as making change.

2. Given a list of school skills, the child will be able to choose a real-life activity in which each is used.

THE RATING SCALE: CHOOSING A DEGREE OF PROFICIENCY



The rater has four ratings to choose from when evaluating student performance of each Developmental Objective. The rater should think of this scale as a continuum ranging from zero to 100 percent. Since the number of Competencies vary from Objective to Objective, the number of Competencies representing a specific percentage will also vary. An explanation of the meaning of each rating is given below.

NO COMPETENCY -0- To obtain this rating for a Developmental Objective, the student is not able to demonstrate skill in the Competencies stated for that Objective.

MINIMUM LEVEL COMPETENCY -1- To obtain this rating for the Developmental Objective, the student will be able to demonstrate skill in only the most basic Competencies stated for that Objective. On a percentage basis, this would mean that the student is able to demonstrate skill in at least 30% of the Competencies for the Objective being rated.

FUNDAMENTAL LEVEL COMPETENCY -2- To obtain this rating for a Developmental Objective, the student is able to demonstrate skill in most of the Competencies stated for that Objective. On a percentage basis, this would mean that the student is able to demonstrate skill in at least 60% of the Competencies for the Objective being rated.

MASTERY LEVEL COMPETENCY -3- To obtain this rating for a Developmental Objective, the student must demonstrate skill in most of the Competencies stated for the Objective. On a percentage basis, this would mean that the student demonstrates skill in at least 90% of the Competencies for the Objective being rated.

The rating number is selected as follows:

a. Count the total number of Competencies for the Developmental Objective being rated.

b. Determine the number of these Competencies the child being rated shows skill in.

c. Divide the child's number of Competencies by the total number of Competencies to obtain the percentage.

d. The number from the Rating Scale that is closest to the percentage obtained above is the rating for that child on that Developmental Objective.

T = total number of Competencies for the Developmental Objective.

Example: For the K-1 level, Interpersonal Effectiveness Domain, Goal A, Developmental Objective 2, there are 12 Competencies.

T = 12

S = the number of those Competencies in which the child being rated shows skill.

Example: Kindergarten student has shown skill in four of these 12 Competencies.

S = 4

Formula: S divided by T = %

4 divided by 12 = 33% a rating of 1.

THE RATING FORM

Please refer to a Cumulative Student Folder, Comprehensive Career Guidance, Competency Rating Scale as you read this section.

The Cumulative Student Folder is designed to follow the student throughout his/her school career. The student's name may be written on the folder tab. Otherwise, the folder is only identified as follows:

Cumulative Student Folder

Comprehensive Career Guidance

Competency Rating Scale

The folder contains Competency Rating Scale Forms; these are distinctive for K-1, 2-4, and 5-6 grade level groupings. Each level of the Rating Scale contains places for rating each of the Developmental Objectives stated in the Competency Rating Scale Skill Level Criteria. These are presented in their abbreviated forms. There is a place beside each Developmental Objective to circle the rater's assessment of the child's skill level for that Objective. The numbers represent the percentage of the Competencies for that Objective that the child can perform. (The reader is referred to the explanation of the Scale on the preceeding page.) There is a blank to the right of each Goal where the average of the ratings for the Objectives of tha Goal may be written. The average is obtained by summing the ratings and dividing by the number of Developmental Objectives.

The folder also contains the Developmental Profile. The Profile is comprised of a three page fold-out, a cover page containing identifying information and the three pages containing graphs for charting the child's average Goal rating at each grade level, K-6. Each page represents one of the Domains. The Developmental Profile is assembled and designed to be used by all raters of the child throughout his/her grade school career. The identifying information on the cover includes the student's name, birthdate, school name and location. There is space for the rater's signature each year and for the date of that year's rating.

In the section of this manual devoted to directions for rating, the use of these forms will be specified with examples.

DIRECTIONS FOR RATING STUDENTS

This section of the manual explains in detail the mechanics of rating a student on Career Guidance Skills. Examples of completed forms may be found immediately following these directions.

Know the Criteria Skills

The first step in beginning to rate students on the Career Guidance Skills is for the rater to become THOROUGHLY FAMILIAR with the Goals, Developmental Objectives, and Competencies for the child's level, K-1, 2-4, or 5-6. It is important because the rater must be alert to the behaviors that show skills to be rated as they occur in informal situations, during discussions, on tests, during written activities, and in one-to-one interaction between students. The rating of a child should not be based on one incident alone. Several observations of skill in an area might be recorded in a log or on a check sheet before the child is rated.

Time

The process of rating, that is the awareness of the child's skills by the rater, will take several months unless a prerating is done. The actual marking of the rating sheets should not require more than a day or two.

Prerating

In the case of prerating, the rater will not have more than a few weeks in which to observe the children; the rating will be made on less information than will a rating that occurs in the spring.

Postrating

In the case of the postrating, the rater will have an entire school year in which to observe the child.

Filling out the Rating Form

1. As the rater sits down to the actual task of filling out the Rating Forms found in the Cumulative Student Folder, the following materials will be needed:
logs notes, skill check sheets, the

Filling out the Rating Form, Continued

child's Folder and from it, the Rating Form for the appropriate level, K-1, 2-4, or 5-6, the Developmental Profile, and the Skill Level Criteria for the appropriate grade level from the Rater's Manual. Other sundry items such as writing instruments in more than one color may be needed.

2. Write the student's name on the tab of the Cumulative Student Folder if this is the first Rating for this student due to his or her being in Kindergarten or being transferred from a school where no Rating was done.

3. Remove the Competency Rating Scale Form from the Folder and circle the appropriate season found in the upper left-hand corner of the Form and the appropriate grade found in the upper right-hand corner. Fill in the student's name and your name. At this point, it will be necessary to refer to the

Filling out the Rating Form, Continued

Skill Level Criteria from this Manual.

4. Begin the Rating by referring to the Skill Level Criteria and the first Goal under the Interpersonal Effectiveness Domain. Read the Goal, the first Developmental Objective, and the Competencies under it. Reflect on the student's behavior and refer to any notes you might have in the log on this student's performance for this Developmental Objective or specific Competencies under it. At the K-1 level, there are 12 Competencies under the second Developmental Objective. If you feel the child has demonstrated skill in none of them, circle the zero for rating of that Developmental Objective, if the child has demonstrated skill in 4 of the Competencies, circle the one because five divided by 12 equals 33% which is a rating of one. If the child has demonstrated skill in 7 of the

Filling out the Rating Form, Continued

Competencies, circle the two because 7 divided by 12 equals 58% which is a rating of two. If the child has shown skill in 10 of the Competencies, circle the three because 10 divided by 12 equals 85% which is a rating of 3.

Each Developmental Objective has a different number of Competencies so be certain you have the right total number for determining the child's rating for that Developmental Objective.

A detailed description of this process may be found at the end of the part of this section entitled THE RATING SCALE: CHOOSING A DEGREE OF PROFICIENCY, Page 55.

5. Complete the next Objective Rating in the same manner. Then, to find the average rating for that Goal, add the two Ratings and divide by two. Always divide by the number of Ratings that went into the sum; that is the same as the number of Developmental Objectives for that Goal.

Filling out the Rating Form, Continued

6. Continue in the same manner until the child has been rated on all of the Developmental Objectives for the Interpersonal Effectiveness Domain. At that point, it is necessary to find a Domain Average Rating for the child. To do this, sum the ratings of the Developmental Objectives, divide by the total number of Developmental Objectives and record the Average Domain Rating on the blank provided for it on the Competency Rating Scale Form. That is found at the end of the ratings for that Domain. The Average Domain Rating will be recorded on the Classroom Profile. Rate the child on the other two Domains in the same way.

7. It is now time to transfer the Rating to the Developmental Profile graphs. First, fill out the information on the cover sheet of the Developmental Profile. This includes the student's name, birthdate, school and school district and location. Sign

Filling out the Rating Form, Concluded

the line beside the appropriate grade level and fill in the current date. In the case of a prerating and postrating, extra dates and signatures may be crowded in. Locate the sheet for the Interpersonal Effectiveness Domain. Locate the appropriate grade level graph on that sheet. Place a dot on the intersecting lines of the Goal letter and the average Goal rating for that Goal on the chart. This is obtained from the Competency Rating Scale Form you just completed. Graph the other Domains in the same way.

Classroom Profile

The Classroom Profile may be used in two ways. It may be used at the end of the school year as the rater rates the children. It may be used by a teacher in the fall as he or she makes yearly plans of a new class. It may be completed from the end of the year ratings or from the preratings of the current year.

The Average Domain Ratings for each student in the class are used for this

Classroom Profile Concluded

Profile. Several Classroom Profile Charts may be found in the Appendix of this Manual.

Refer to the following page for an example partially completed Classroom Profile Chart.

To use the Profile, complete the identifying information on the page. Each graph represents one of the three Domains: Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. Enter the children's names, in alphabetical order if you wish, on the blanks beside the graph. Place a dot at the intersection of the child's name and his or her Average Domain Rating (0 1 2 3) for each Domain. When all children's ratings have been recorded, draw lines connecting the dots for each Domain to give you a profile of your class' standing on the Career Guidance Skills by Domain.

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher Grade Three Teacher Year 77-78 Date May 15, 1978

Student's Name	DOMAIN I	DOMAIN II	DOMAIN III
	0 1 2 3	0 1 2 3	0 1 2 3
1. Third Grade Pupil			
2. Grade Three Student			
3. Third Grade Student			
4. Grade Three Pupil			
5.			
6.			
7.			
8.			
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30.			

DOMAIN I - INTERPERSONAL EFFECTIVENESS DOMAIN
DOMAIN II - WORK AND LIFE SKILLS DOMAIN
DOMAIN III - LIFE CAREER PLANNING DOMAIN

SAMPLE

(Circle one) **COMPETENCY RATING SCALE FORM** (Circle one)

(Spring) Fall

Interpersonal Effectiveness Domain

Grade 2 (Grade 3) Grade 4

Student's Name Grade 3 Pupil Rater Grade 3 Teacher

Rating Scale: 0 1 2 3

No Competency 0%	Minimum Level Competency 30%	Functional Level Competency 80%	Mastery Level Competency 90%

Directions: Circle the number of the Rating of the student's performance ability for each Objective. Determine the average ability for a Goal by dividing the sum of scores by the number of Developmental Objectives.

	Rating	Average
A. Human Relations Skills: Behavior Affects Behavior		
1. Types of Responses	0 1 2 (3)	
2. Actions of Others Affects Behavior	0 1 (2) 3	2.5
B. Human Relations Skills: Friendships		
1. Friendship Characteristics	0 1 (2) 3	
2. Making and Keeping Friendships	0 1 (2) 3	2.0
C. Human Relations Skills: Expressing Opinions and Beliefs		
1. Opinions, Beliefs and Facts	0 1 (2) 3	
2. People Have Opinions and Beliefs	0 1 (2) 3	
3. Methods of Expression	0 (1) 2 3	1.66
D. Human Relations Skills: Acceptable Behaviors in Groups		
1. Behaviors That Help or Hinder	0 1 (2) 3	
2. Rights of Self and Others	0 (1) 2 3	1.5

	Rating	Average
E. Relating With Significant Others: Competitiveness and Cooperativeness		
1. Effects of Cooperativeness	0 1 (2) 3	
2. Effects of Competitiveness	0 (1) 2 3	
3. Differences and Similarities Between Competitiveness and Cooperativeness	0 1 2 (3)	2.0
F. Relating With Significant Others: Family Relationships		
1. Process of Establishing Effective Family Relationships	0 1 2 (3)	
2. Results of Effective Family Relationships	0 1 2 (3)	3.0
G. Self Validation: Worthwhileness		
1. Worthwhileness in Relation to Others	0 1 (2) 3	
2. Feelings of Worthwhileness	0 1 (2) 3	2.0
H. Self Validation: Control Over Self and Environment		
1. Factors of Controlling Self and Environment	0 (1) 2 3	1.0
I. Self Validation: Individual Differences		
1. Changes in Behaviors and Abilities	0 1 (2) 3	2.0

Average Interpersonal Effectiveness Domain Rating 1.96

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Developed by Margaret S. Gunderson, Nancy Ross Milner, and Earl J. Moore
University of Missouri-Columbia

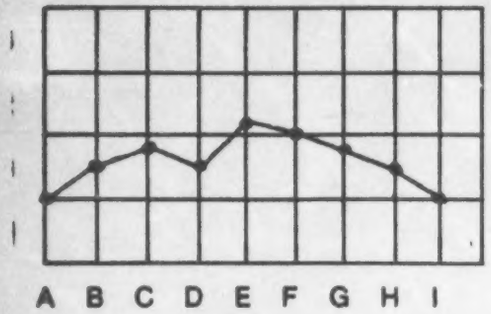
SAMPLE

DEVELOPMENTAL PROFILE: INTERPERSONAL EFFECTIVENESS DOMAIN

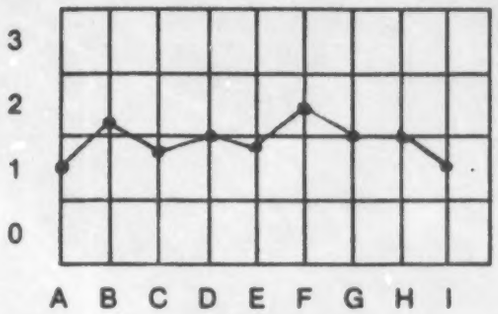
Grades K-6

Student's Name Grade 3 Pupil

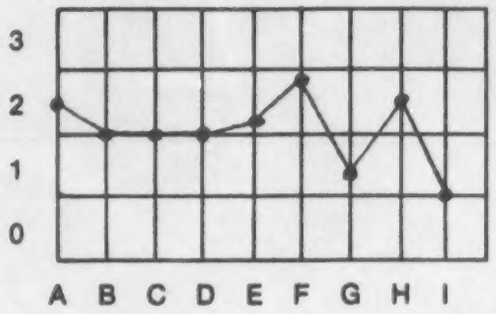
Kindergarten Year: '74



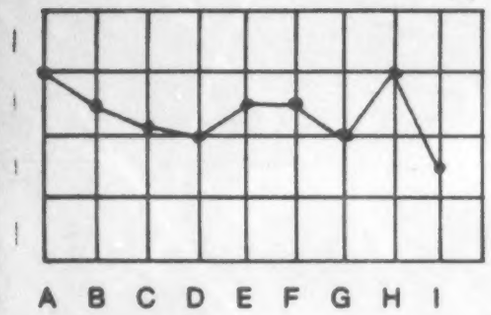
First Grade Year: '75



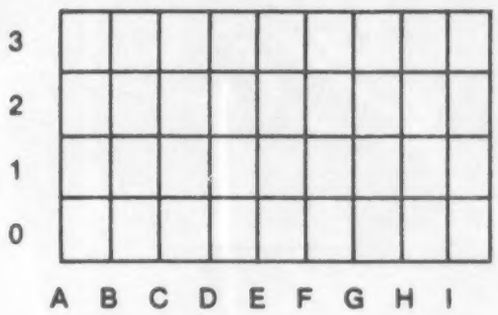
Second Grade Year: '76



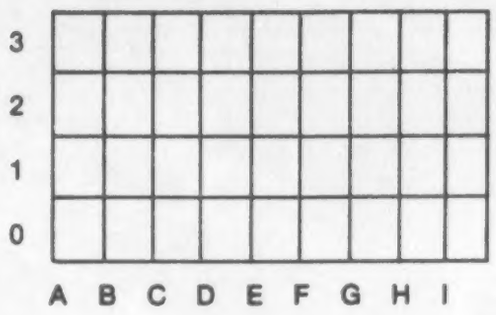
Third Grade Year: '77



Fourth Grade Year:

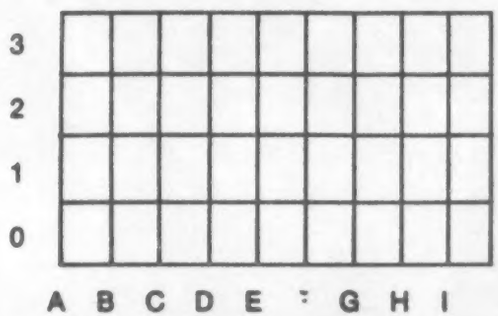


Fifth Grade Year:



-70-

Sixth Grade Year:



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USING THE RESULTS OF THE RATING SCALE

USING THE RESULTS OF THE RATING SCALE

The Rating Scale and the process of rating the children with it have been thoroughly explained. You are now, no doubt, completely familiar with the Goals, Developmental Objectives, and Competencies listed in the Skill Level Criteria. It is time to address the specific value and use of the results obtained through use of the Rating Scale. Your own familiarity with the Skill Level Criteria will suggest unique uses to you in your own situation. The following suggestions are meant only to supplement yours and to present broad uses that could be employed by whole schools, school districts, or states.

Current and Immediate Use of the Results	Determine individual student strengths and weaknesses in Career Guidance. Plan immediate curriculum changes for an individual student. Determine the strengths and weaknesses of a classroom group in order to plan curriculum adaptations to meet the needs of the group. Monitor individual and group progress.
Future Use of the Results	There are no standardized guidelines for the evaluation of students' incorporation of career guidance concepts into their

Future Use of the Results, Continued

lives. There are no set standards for mastery. This void leaves open the need for establishing the levels that can realistically be expected of children in various grade levels, of various ages, of various socio-economic status, of various ability, etc. Conscientious use of the Rating Scale can provide empirically based expectancies, developmental stages in career education concepts, use a sound basis for the sequencing and modification of the curriculum, and a basis for determining the methods of judging of student mastery. For example, some decision needs to be made regarding the use of the objectives stated by developmental level; should all be taught to all grades in that developmental level or should they be specified to be taught at specific grade levels.

A Guidance Department or Curriculum Director in the school system may want to

Future Use of the Results, Concluded

systematically gather the results of the Rating Scale in order to assess needs of students at different levels and to establish school-wide expectancies for students in career guidance concepts.

The Competency Rating Scale provides a set of guidelines for the infusion of career guidance concepts into the school curriculum. It can only be as effective as those who use it allow it to be. It will be ineffective if merely regarded as an exercise with the results hidden in filing cabinets from April to April. It can be very effective if used to individualize instruction, enrich classroom activities, enhance interpersonal, work, and life skills for both teacher and students and to bring into focus the idea that education is more than the three r's. The Rating Scale can be an exciting new tool in the hands of educators who wish to grow and see their students become more effective people.

APPENDIX

Cross-Reference Chart

The following chart presents a cross-reference of the original Georgia goal classification with the goal classification that is used in the Comprehensive Career Guidance Program. Under the Georgia Goal Classification System column below, the numbered goals are those used by the Georgia Statewide Testing Program (Georgia Criterion-Referenced Tests). The lettered goals are those that were added by the Comprehensive Career Guidance Project.

Domain	Goal Classification System	Georgia Goal Classification System
Interpersonal Effectiveness	A	5
	B	A
	C	B
	D	6
	E	D
	F	C
	G	E
	H	2
	I	1
Work and Life Skills	A	F
	B	15
	C	7
	D	14
	E	19
	F	10
	G	13
	H	4
	I	9
	J	12
	K	11
Life Career Planning	A	3
	B	17
	C	18
	D	20
	E	G
	F	H
	G	I
	H	8
	I	16
	J	J

COMPREHENSIVE CAREER GUIDANCE
COMPETENCY RATING SCALE

Overview Chart

Kindergarten - Sixth Grade

Developmental Level	K-1	2-4	5-6
Interpersonal Effectiveness Domain	9 Goals 14 Objectives 76 Competencies	9 Goals 17 Objectives 97 Competencies	9 Goals 18 Objectives 101 Competencies
Work and Life Skills Domain	11 Goals 22 Objectives 55 Competencies	11 Goals 27 Objectives 75 Competencies	11 Goals 17 Objectives 59 Competencies
Life Career Planning Domain	10 Goals 16 Objectives 64 Competencies	10 Goals 22 Objectives 121 Competencies	10 Goals 17 Objectives 116 Competencies
Developmental Level Totals	30 Goals 52 Objectives 205 Competencies	30 Goals 66 Objectives 293 Competencies	30 Goals 52 Objectives 276 Competencies

Total: 30 Goals * 170 Objectives * 774 Competencies

COMPREHENSIVE CAREER GUIDANCE

GOALS AND DEVELOPMENTAL OBJECTIVES

OVERVIEW

KINDERGARTEN THROUGH SIXTH GRADE

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. The students will be able to recognize that their behavior toward others affects other's behavior toward them.

K-1: 1. The students will be aware of the various interpersonal relationships in their lives.

2. The students will be aware of the different types of responses they use in interpersonal relationships.

2-4: 1. The students will understand the different types of responses they use in interpersonal relationships.

2. The students will be aware of how the actions of others affect their behavior.

5-6: 1. The students will be aware of how their actions affect the behavior of others.

2. The students will be aware of the relationship between actions and responses.

B. The students will be able to demonstrate an understanding of the process of making and keeping friendships.

K-1: 1. The students will be aware of the skills and characteristics that make up a friendship.

2-4: 1. The students will understand what skills and characteristics make up a friendship.

2. The students will be aware of the process of making and and keeping friendships.

5-6: 1. The students will understand the process of making and keeping friendships.

2. The students will evaluate the effectiveness of their own friendship skills.

C. The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

K-1: 1. The students will be aware of different types of responses.

2-4: 1. The students will be aware of what constitutes an opinion, a belief, and a fact.

2. The students will be aware that all people have opinions and beliefs.

3. The students will be aware of the various methods of expressing opinions and beliefs.

5-6: 1. The students will understand the various methods of expressing opinions and beliefs.

2. The students will evaluate their own methods of expressing opinions and beliefs.

D. The students will be able to identify socially acceptable behaviors occuring in a group situation.

K-1: 1. The students will be aware of various group situations.

2. The students will be aware of those behaviors that help or hinder group cooperation and effectiveness.

2-4: 1. The students will understand those behaviors that help or hinder group cooperation and effectiveness.

2. The students will be aware that those behaviors which help the group to function include observing the rights of self and others.

5-6: 1. The students will understand the relationship between the rights of self and the rights of others in group situations.

2. The students will be aware of the characteristic behavior patterns (roles) that develop as a part of group interaction.

3. The students will be aware of their own behaviors in group interactions.

E. The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

K-1: 1. The students will be aware of what constitutes cooperativeness.

2. The students will be aware of what constitutes competitiveness.

2-4: 1. The students will be aware of the results of cooperativeness.

2. The students will be aware of the results of competitiveness.

5-6: 1. The students will understand the effects of their cooperativeness with both peers and adults.

2. The students will understand the effects of their competitiveness with both peers and adults.

3. The students will be aware of the differences and similarities between competitiveness and cooperativeness.

F. The students will be able to recognize the value and process of establishing an effective relationship with their families.

K-1: 1. The students will be aware of the roles of each member of their families.

2. The students will be aware of their family relationships.

2-4: 1. The students will be aware of the process of establishing effective family relationships.

5-6: 1. The students will understand the process of establishing effective family relationships.

2. The students will be aware of the results that come from having effective family relationships.

G. The students will be able to achieve feelings of worthwhileness.

K-1: 1. The students will be aware of factors that distinguish self from others.

2. The students will be aware of feelings and their causes.

2-4: 1. The students will be aware of the activities they perform that make them feel worthwhile.

2. The students will be aware of personal characteristics that make them feel worthwhile.

5-6: 1. The students will be aware of methods of attaining feelings of worthwhileness in relation to other people.

2. The students will understand their own feelings of worthwhileness.

H. The students will be able to recognize that they can exercise some control over themselves and their environment.

K-1: 1. The students will be aware that they affect things and others around them.

2-4: 1. The students will be aware of situations where they have some control over themselves.

2. The students will be aware of situations where they have some control over their environment.

5-6: 1. The students will be aware of factors involved in the process of controlling themselves and their environment.

I. The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

K-1: 1. The students will be aware of ways that people are like and/or different from them.

2-4: 1. The students will be aware of characteristic behavior patterns and abilities in other individuals and in self.

5-6: 1. The students will understand about changes that occur in characteristic behaviors and abilities of self and/or others over time.

DOMAIN: WORK AND LIFE SKILLS

A. The students will be able to identify consumer skills that are used in daily living.

K-1: 1. The students will be aware of what a consumer is and what he/she does.

2-4: 1. The students will be aware of the consumer skills that they use in their own daily living.

5-6: 1. The students will understand the various consumer skills that are used and needed by different consumer groups.

B. The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

K-1: 1. The students will be aware of the school academic and social experiences at their grade level.

2. The students will be aware of how school academic and social experiences relate to the activities of family members in the home.

2-4: 1. The students will be aware of the school academic and social experiences at their grade level.

2. The students will understand how school academic and social experiences relate to the role of citizen in the community.

5-6: 1. The students will be aware of the school academic and social areas at their grade level.

2. The students will understand how school academic and social areas relate to the role of worker on the job.

3. The students will understand how school academic and social areas relate to the leisure participant.

C. The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

K-1: 1. The students will be aware of activities in which they can participate.

2-4: 1. The students will be aware of activities in which others need their help.

5-6: 1. The students will understand situations where people are dependent upon each other to accomplish a task.

D. The students will be able to recognize the value (personal rewards) which comes from a task well done.

K-1: 1. The students will be aware of tasks that they are able to accomplish.

2-4: 1. Of the tasks they are able to accomplish, the students will be aware of those they do well.

2. The students will be aware of their personal criteria for successful task accomplishment.

5-6: 1. The students will understand the personal rewards available when a task is done well.

E. The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

K-1: 1. The students will be aware of tasks carried out by themselves.

2. The students will be aware of the purpose of those tasks carried out by themselves and others.

2-4: 1. The students will be aware of tasks carried out by themselves and others.

2. The students will understand the purpose of those tasks carried out by themselves and others.

3. The students will be aware of the major processes in task accomplishment.

5-6: 1. The students will understand the major processes and the steps involved in task accomplishment.

F. The students will be able to recognize certain personal characteristics that are related to job fields.

K-1: 1. The students will be aware of various jobs.

2-4: 1. The students will be aware of various job categories.

2. The students will be aware of various personal characteristics.

3. The students will be aware of how some personal characteristics can relate to job fields.

5-6: 1. The students will understand how some personal characteristics relate to job fields.

2. The students will be aware of the importance of the relationship between personal characteristics and job choice.

G. The students will be able to distinguish between work and leisure time activities.

K-1: 1. The students will be aware of what work means.

2. The students will be aware of what leisure means.

3. The students will be aware of various work activities.

4. The students will be aware of various leisure time activities.

2-4: 1. The students will understand the difference between work and leisure.

2. The students will be aware of various work roles.

3. The students will be aware of various leisure roles.

4. The students will be aware of how their work and leisure time activities have/are/and will change.

5-6: 1. The students will understand the similarities and differences between work and leisure time activities.

H. The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

K-1: 1. The students will be aware of the work roles of people around them.

2. The students will be aware that each work role has a purpose.

3. The students will be aware of the meaning of respect.

2-4: 1. The students will be aware of the purposes of various work roles.

2. The students will understand the effects of quality work.

3. The students will be aware that respect is due others for work that is well done.

5-6: 1. The students will understand the purposes of various work roles.

2. The students will understand that respect is due to others for work that is well done, regardless of the nature of that work.

I. The students will be able to recognize that all people perform some type of work.

K-1: 1. The students will be aware of what work means.

2. The students will be aware of various work activities.

3. The students will be aware that family members work.

2-4: 1. The students will understand what work means.

2. The students will be aware of how they and other students work.

5-6: 1. The students will understand various work roles and activities performed by others.

J. The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

K-1: 1. The students will be aware that change does take place throughout their lives.

2. The students will be aware of what a worker is.

2-4: 1. The students will be aware of what a "work role" means.

2. The students will be aware of what constitutes a career.

3. The students will be aware that a change in work roles can take place during one's career.

5-6: 1. The students will understand various work roles and activities performed by others.

2. The students will be aware that a worker may have multiple roles at the same time.

K. The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

K-1: 1. The students will be aware of various jobs.

2. The students will be aware that some job fields relate to other job fields.

2-4: 1. The students will be aware of various job clusters.

2. The students will understand that some jobs relate to other jobs.

3. The students will be aware of how interests and abilities relate to job clusters.

5-6: 1. The students will understand how interests and abilities relate to job clusters.

2. The students will be aware that interests and abilities can relate to several jobs.

DOMAIN: LIFE CAREER PLANNING

A. The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

K-1: 1. The students will be aware of what attitudes and values are.

2. The students will be aware that attitudes and values exist for everyone.

2-4: 1. The students will understand what attitudes and values are.

2. The students will understand that attitudes and values exist for everyone.

3. The students will be aware of how attitudes and values affect decisions and actions.

5-6: 1. The students will be aware of various life styles.

2. The students will be aware of how attitudes and values affect decisions and life styles.

B. The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

K-1: 1. The students will be aware of what decision-making means.

2. The students will be aware that everyone makes decisions.

2-4: 1. The students will be aware of the decision-making process.

2. The students will be aware of how their lives are influenced by the decisions they make.

5-6: 1. The students will be aware of how their lives have been, are and will be influenced by the decisions they make.

2. The students will be aware of how their lives are influenced by decisions made by others.

C. The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

K-1: 1. The students will be aware of what decision-making means.

2. The students will be aware that everyone makes decisions.

2-4: 1. The students will be aware of the decision-making process.

2. The students will be aware of the relationship between decisions and consequences.

5-6: 1. The students will understand the relationship between alternative decision-making courses and consequences.

2. The students will understand about the choices within decision-making courses and their differing consequences.

D. The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

K-1: 1. The students will be aware of the planning process.

2. The students will be aware of the trial and error approach to a task.

2-4: 1. The students will understand the planning process.

2. The students will understand the trial and error approach to a task.

3. The students will understand the similarities and differences between the planning process and the trial and error process in task accomplishment.

5-6: 1. The students will understand that the planning process is a more effective approach for task accomplishment than trial and error.

E. The students will be able to demonstrate effective study and learning skills.

K-1: 1. The students will be aware of what constitutes effective study and learning skills.

2-4: 1. The students will understand what constitutes effective study and learning skills.

2. The students will understand how their effective study skills apply in a study situation.

5-6: 1. The students will be aware of how their effective study skills combine to form a study system.

2. The students will understand the importance of developing their own effective study system.

F. The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

K-1: 1. The students will be aware of listening skills and how to use them in the classroom.

2. The students will be aware of speaking skills and how to use them in the classroom.

2-4: 1. The students will understand listening skills and how to use them in the classroom.

2. The students will understand speaking skills and how to use them in the classroom.

5-6: 1. The students will understand the applications of listening skills and how to use them in the classroom.

2. The students will understand the applications of speaking skills and how to use them in the classroom.

G. The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

K-1: 1. The students will be aware of various methods of evaluation.

2-4: 1. The students will understand various methods of evaluation.

2. The students will be aware of various methods of improvement in subject areas.

5-6: 1. The students will understand how to apply various methods of evaluation in determining ability, progress, and the effectiveness of methods of improvement in various subject areas.

H. The students will be able to recognize how individual abilities aid in accomplishing different tasks.

K-1: 1. The students will be aware of the abilities of themselves and others.

2-4: 1. The students will be aware of the development of abilities in themselves and others.

2. The students will be aware of how the abilities of themselves and others can contribute to the success of daily routine.

5-6: 1. The students will understand how individual ability differences contribute to the completion of specific tasks.

I. The students will be able to recognize that learning occurs in all types of life situations.

K-1: 1. The students will be aware of what constitutes learning.

2. The students will be aware that learning takes place in their daily lives.

2-4: 1. The students will be aware of the various methods of learning.

2. The students will understand about various situations in their own lives where learning takes place by different methods.

5-6: 1. The students will understand the learning process.

2. The students will be aware of the learning that takes place in the life situations of others.

J. The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

K-1: 1. The students will be aware of their interests and capabilities.

2-4: 1. The students will be aware of factors that influence interests and capabilities.

2. The students will be aware that interests and capabilities can change.

5-6: 1. The students will be aware of how interests and capabilities can be expanded.

2. The students will be aware of the consequences of expanding interests and capabilities.

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher _____ Year _____ Date _____

Student's Name	DOMAIN I					DOMAIN II					DOMAIN III				
	0	1	2	3		0	1	2	3		0	1	2	3	
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DOMAIN I - INTERPERSONAL EFFECTIVENESS DOMAIN
DOMAIN II - WORK AND LIFE SKILLS DOMAIN
DOMAIN III - LIFE CAREER PLANNING DOMAIN

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher _____ Year _____ Date _____

Student's Name	DOMAIN I	DOMAIN II	DOMAIN III
	0 1 2 3	0 1 2 3	0 1 2 3
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DOMAIN I - INTERPERSONAL EFFECTIVENESS DOMAIN
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COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher _____ Year _____ Date _____

Student's Name	DOMAIN I					DOMAIN II					DOMAIN III				
	0	1	2	3		0	1	2	3		0	1	2	3	
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DOMAIN I - INTERPERSONAL EFFECTIVENESS DOMAIN
DOMAIN II - WORK AND LIFE SKILLS DOMAIN
DOMAIN III - LIFE CAREER PLANNING DOMAIN

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